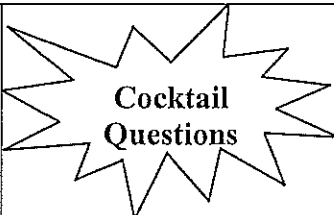
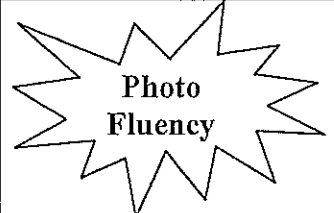


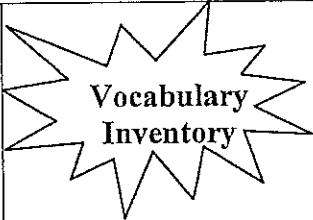



WHAT?		<p>What are the steps?</p> <ol style="list-style-type: none"> 1. Ss are given question cards with specific questions 2. Ss mingle (like at a cocktail party) to discuss the questions. 3. OPTIONAL: Ss can write an answer to one or more questions.
SO WHAT?	<p>Why do this? What generalizations can I make about ELLs & learning?</p> <ol style="list-style-type: none"> 1. 2. 3. 	
NOW WHAT?	<p>When and how might I use this technique in my classroom?</p> <ul style="list-style-type: none"> ▪ ▪ ▪ 	


WHAT?		<p>What are the steps?</p> <ol style="list-style-type: none"> 1. T provides an assortment of photos cut from magazines 2. Ss choose one or more photos based on the focus (describe a character, illustrate a concept, identify a phenomenon) 3. Ss share photos with a partner or small group <p>OPTIONAL: Ss share photos with the entire class</p>
SO WHAT?	<p>Why do this? What generalizations can I make about ELLs & learning?</p> <ol style="list-style-type: none"> 1. 2. 3. 	
NOW WHAT?	<p>When and how might I use this technique in my classroom?</p> <ul style="list-style-type: none"> ▪ ▪ ▪ 	

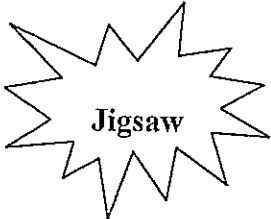
WHAT?		What are the steps? 1. T chooses key question, asks class. 2. Ss think/write/draw individually. 3. Ss discuss in pairs. 4. Class discusses as whole group.
SO WHAT?	Why do this? What generalizations can I make about ELLs & learning? 1. 2. 3.	
NOW WHAT?	When and how might I use this technique in my classroom? ■ ■ ■	

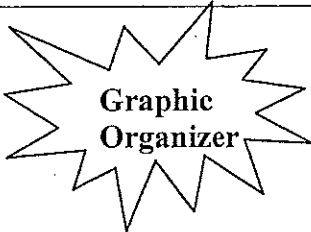
WHAT?		What are the steps? 1. A small group of Ss are arranged in the center/front of the class ("in the fishbowl") 2. The rest of the Ss are given an observation task. 3. A role play or simulation is facilitated by the T for the Ss in the fishbowl 4. Ss in the fishbowl reflect on the experience. 5. Observers share their notes and the class discusses.
SO WHAT?	Why do this? What generalizations can I make about ELLs & learning? 1. 2. 3.	
NOW WHAT?	When and how might I use this technique in my classroom? ■ ■ ■	

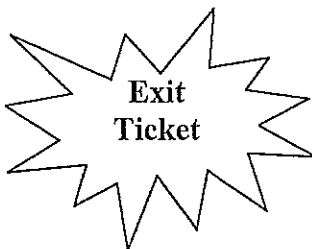
WHAT?		<p>What are the steps?</p> <ol style="list-style-type: none"> 1. T provides Ss with a list of words using the vocabulary inventory 2. Ss “take inventory” of their knowledge of the words 3. T observes Ss as an initial diagnostic 4. Ss can use and update this tool throughout a unit or revisit it at the end to chart progress
SO WHAT?	<p>Why do this? What generalizations can I make about ELLs & learning?</p> <ol style="list-style-type: none"> 1. 2. 3. 	
NOW WHAT?	<p>When and how might I use this technique in my classroom?</p> <ul style="list-style-type: none"> ▪ ▪ ▪ 	


WHAT?		<p>What are the steps?</p> <ol style="list-style-type: none"> 1. Ss have a task to complete with partners (e.g. share words from the vocabulary inventory). 2. After exchanging one piece of information, Ss must “pop” to another partner
SO WHAT?	<p>Why do this? What generalizations can I make about ELLs & learning?</p> <ol style="list-style-type: none"> 1. 2. 3. 	
NOW WHAT?	<p>When and how might I use this technique in my classroom?</p> <ul style="list-style-type: none"> ▪ ▪ ▪ 	

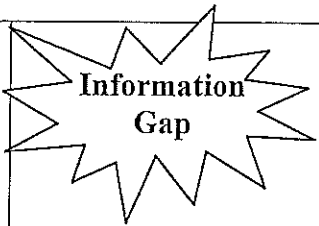
WHAT?		<p>What are the steps?</p> <ol style="list-style-type: none"> 1. Words, sentences or paragraphs are cut into strips or scrambled on a handout. 2. Ss organize information into categories. In a “structured sort”, these are provided by the T. Otherwise categories can be created by Ss.
SO WHAT?	<p>Why do this? What generalizations can I make about ELLs & learning?</p> <ol style="list-style-type: none"> 1. 2. 3. 	
NOW WHAT?	<p>When and how might I use this technique in my classroom?</p> <ul style="list-style-type: none"> ▪ ▪ ▪ 	

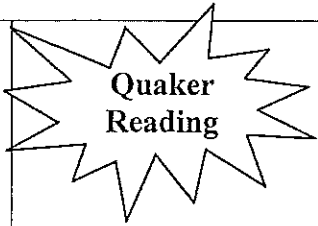
WHAT?		<p>What are the steps?</p> <ol style="list-style-type: none"> 1. Explain the jigsaw activity. 2. Home groups (1- ABCD, 2-ABCD, etc.) – distribute materials, clarify task, choose roles. 3. Expert groups (AAAA, BBBB, etc.) – read or view, discuss, then agree on answers to questions. 4. Home groups – each expert shares information.
SO WHAT?	<p>Why do this? What generalizations can I make about ELLs & learning?</p> <ol style="list-style-type: none"> 1. 2. 3. 	
NOW WHAT?	<p>When and how might I use this technique in my classroom?</p> <ul style="list-style-type: none"> ▪ ▪ ▪ 	


WHAT?		<p>What are the steps?</p> <p>T creates a chart, map, outline or other visual organizer to simplify language, relate concepts and summarize content</p> <ol style="list-style-type: none"> 1. Ss use the graphic organizer as a study guide. OR 2. Ss take notes or collect ideas onto a blank or partially completed graphic organizer. <p>VARIATION: Ss create their own graphic organizers.</p>
SO WHAT?	<p>Why do this? What generalizations can I make about ELLs & learning?</p> <ol style="list-style-type: none"> 1. 2. 3. 	
NOW WHAT?	<p>When and how might I use this technique in my classroom?</p> <ul style="list-style-type: none"> ▪ ▪ 	

WHAT?		<p>What are the steps?</p> <ol style="list-style-type: none"> 1. Ss are given a question which relates to the day's lesson or connects to the next topic to be studied. 2. Ss answer the question on an index card 3. As Ss leave the class they must turn in the card as their "ticket" to exit. <p>VARIATION: Ss are given the question at the beginning of class</p>
SO WHAT?	<p>Why do this? What generalizations can I make about ELLs & learning?</p> <ol style="list-style-type: none"> 1. 2. 3. 	
NOW WHAT?	<p>When and how might I use this technique in my classroom?</p> <ul style="list-style-type: none"> ▪ ▪ ▪ 	

WHAT?		<p>Pre- During- Post (also: Into-Through-Beyond)</p> <p>What are the steps?</p> <ol style="list-style-type: none"> 1. Pre: specific task to anticipate/predict what will be viewed/read 2. During: watch a video or read a text and respond with notes 3. Post: compare steps 1 and 2 and share with a partner/group
SO WHAT?	<p>Why do this? What generalizations can I make about ELLs & learning?</p> <ol style="list-style-type: none"> 1. 2. 3. 	
NOW WHAT?	<p>When and how might I use this technique in my classroom?</p> <ul style="list-style-type: none"> ▪ ▪ ▪ 	

WHAT?		<p>What are the steps?</p> <ol style="list-style-type: none"> 1. Give students two parallel handouts (version A and B) with each one missing complementary information. 2. Students must work with a partner to find the missing information.
SO WHAT?	<p>Why do this? What generalizations can I make about ELLs & learning?</p> <ol style="list-style-type: none"> 1. 2. 3. 	
NOW WHAT?	<p>When and how might I use this technique in my classroom?</p> <ul style="list-style-type: none"> ▪ ▪ ▪ 	

WHAT?		<p>What are the steps?</p> <ol style="list-style-type: none"> 1. Hand out a reading and have Ss read silently 2. Read the text in aloud sections by asking Ss to volunteer themselves and start reading aloud when they are ready. When one S finishes a section, another S volunteers by starting the next section. 3. There may be long moments of silence.
SO WHAT?	<p>Why do this? What generalizations can I make about ELLs & learning?</p> <ol style="list-style-type: none"> 1. 2. 3. 	
NOW WHAT?	<p>When and how might I use this technique in my classroom?</p> <ul style="list-style-type: none"> ▪ ▪ ▪ 	

WHAT?		<p>What are the steps?</p> <ol style="list-style-type: none"> 1. Give each S a piece of information on a strip of paper. 2. Ss need to search for a partner with corresponding information 3. Partners find each other and sit together to discuss <p>Variations:</p> <ul style="list-style-type: none"> ➤ <i>Strip stories</i>: students need to find a small group with the same story then sequence events in a narrative ➤ <i>Timelines</i>: match with a partner then sequence events
SO WHAT?	<p>Why do this? What generalizations can I make about ELLs & learning?</p> <ol style="list-style-type: none"> 1. 2. 	
NOW WHAT?	<p>When and how might I use this technique in my classroom?</p> <ul style="list-style-type: none"> ▪ ▪ 	

